The implementation plans would be dovetailed to meet the requirements at the national, regional, district and village cluster levels.

The process would include trying out, dissemination and evaluation with the objective of sustaining the programmes.

9. CONCLUSIONS

The whole purpose of the programme would be to commence activities related to basic education with a clear objective to promote the HRD of the Afghan people without waiting for peaceful conditions to appear. Since people have a great desire to improve their capacities the most appropriate step would be to provide those desirous the opportunities to resurrect and emerge to force changes in the country from the grassroots levels. Basic education has to be provided through various mechanisms to divergent groups and this programme attempts to create opportunities for the greater majority of the people in Afghanistan and develop their resourcefulness to emerge as a nation in the coming years.

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CHAPTER 2

MANAGEMENT OF PRIMARY SCHOOLS UNDER STRESS (MOPSUS)

PART - I

MATCHING MANAGERIAL SKILLS WITH STRESSES

Introduction

The level of development of countries today is measured in terms of their human development index. This directly reflects and is connected to the level of human resource development (HRD) of any nation. One of the three key variables, along with life expectancy and income, that affect HRD is education. Improvement of education is a fundamental factor which bears upon development, absorption of technologies, spreading the culture of technologies at different levels, improvement of the quality of life and 'learning to care', all of which affect HRD. In the developing countries, one of the key constraints of development is the limited resources. This is specially true of the education system.

Management capacity building

However, it is very unlikely that the developing countries desire for resources, specially the insatiable demand for materials can be met, to their satisfaction in the near future. One way out of this problem would be to develop a state-of-the-art management capacity to enable the managers, to extract the maximum output from the available resources. This means emphasising the importance of culture specific management methodologies as a strategy for achieving higher outputs from available resources. Such a process would result in developing and improving the endogenic capacities of the people, compensating the lack of material resources to some extent. This will also comply with the modernity theory which emphasise the idea of convergence where the people will absorb and understand modern development trends and also apply them taking into consideration the cultural nuances (Inkeles 1983).

Socio-psychological perspectives

Management could be viewed from a socio-psychological perspective as well. Thus in management understanding of the cultural elements is of prime importance. Stress forms a key element in the culture of management of such societies/environments which are under pressure. The stressful factors, discussed later, have to be carefully understood and analysed. Suffice to state at this point that in respect of management under stress, culture is not a static phenomenon, but rather is something which changes endogenously through the resolution of the tensions/stresses between its component elements. As every culture provides 'personal' as well as 'impersonal' identities in respect of management, stress management implies the importance of 'personal' traits as against 'impersonal' ones. The latter relates to phenomena which are universal while the former reflects cultural specificity. Universal management

issues are the ones that relate to broader issues of a macro nature such as principles related to management or to national level policies both of which are at a higher order. On the other hand 'personal' management aspects relate to social values as well as individual and social behaviour specific to the cultural milieu of the school environment.

Resource mobilisation skills

'Resources', 'stress' and 'management' seem to be key words in the HRD scenario of the developing world. As education is a key factor in HRD, development of education is a sine-qua-non for any progress to be initiated and sustained. Like all other sectors, education too suffers from meager resources. It will be a long time before all needs of this sector can be met. Looking into the alternative ways of utilising available resources, capacity development of the key managers could be a way out of this impasse. Invariably the general tendency has been to cry for more resources, without knowing what is available. Thus prior to identifying what is lacking one could commence programmes with resources available. Creation of an awareness of these aspects in the manager would be a priority. What are the resources that are available for the schools? Although the schools may lack material needs their environments posses some form of resources. What may be lacking are the skills of the manager, which in the case of education, the principal, who has to understand the nature of such resources, posses the capacity to mobilise them, and process these in such a way that the aims of the institution/organisation and needs of the community are met to some form of a satisfactory level.

Nature of stress

How do we define stress? What are the main characteristics of stress? What types of stress affect management at the grassroots? The word stress when used in generic terms may mean pleasant aspects as well, although invariably it refers to negative aspects. Thus for example when a person has to go on promotion to a far away station it is a positive stress. But a working definition would figure out stress as an 'adaptive response, mediated by individual characteristics and/or psychological processes, that is a consequence of any external action, situation or event that places special physical/and or psychological demands upon a person' (Ivancevich 1980). Stress is an outcome of the individuals interaction with the environment. It encompasses physiological, psychological and behavioural aspects. Management stress is not limited to things that happen inside the organisation, during working time. It has dimensions that relate to extra organisational stressors such as those that relate to social, economic, cultural elements. Therefore stress may vary both spatially and time wise. Spatially it may mean that stressful factors prevalent in one area may not be the same elsewhere. What is important for those who manage developmental tasks is to appreciate and understand these micro changes and act accordingly without showing desperation and an excess of anxiety.

Stress is also a relative term. It connotes constraints encountered in the organisation. These could be of different orders and magnitudes. In relation to development of education the relevance of education to the realities of a country may be stress for a nation. Lack of equality and access are two other stresses of the same order that a state/community has to face. Learning methodologies also become stresses for the

children which may result in children leaving the system at various levels. Socio-economic factors are stressful factors for children in lower income groups. War torn societies bring with them innumerable stresses in addition to the one mentioned above.

Reflections on Management

By and large successful management reflects the quality of learning in a school. Management relates not only to routine administration but to professional aspects and human relationships as well. Managing efficiently what is available to get the maximum benefits would be an important guideline in environments which lack basic needs. These require the principal to have the capacity to utilise maximally the meager resources available and manage these under stressful conditions. But this aspect has not been looked into seriously by management experts instead of which the focus has been to use principles derived from industrial management with emphasis on input/output aspects, economics of scale with no bearing on development of human potentialities. Managing skills thus forms an important aspect of the concept of HRD which should encompass all these aspects.

Management involves different shades of stress which may result from a micro situation such as interactions with persons to a macro stance like political and social upheavals. Some of these may be within the institution while some are results of extraneous factors. The latter may be beyond the control of the manager. School heads in the Afghan context face similar situations. These relate not only to human relationships but also to a lack of physical infrastructural needs. The issues are too complex and it is unlikely that in Afghanistan normalcy in the provision of services will prevail in the near future. Under such circumstances the school managers have to cope with various forms of stress. Management has to be of a different order and solutions to most of the issues will not come easily and quickly. The managers of schools will have to live with constraints and resulting problems.

Under such a scenario what should be the management role of the principal? Should he wait till everything is in order and needs are met to the satisfaction of the principal or should he develop mechanisms both psychological and sociological to solve the issues using whatever resources he could command from the environment?

Role of the Principal

The principal thus, in articulating the needs of the school has a vital role to play. He is the key manager in this whole drama. He is the man on the spot who takes decisions and creates a learning environment. His attitudes, capacities, skills are important for achieving the HRD aspects of the community specially in the rural and peripheral areas in the developing countries. The success of schools is determined by the efficiency of the head teacher. The community remembers their school in terms of the efficiency of the principal and the history of the institution records the successful principals vs others. This is reflected in the admissions to schools. At times parents take away their children from schools that are run by inefficient and clumsy principals. It is also known that prior to assuming duties of a principal sometimes it so happens that his reputation travel before his arrival to the new school.

What are the qualities of successful principals? What makes them successful? Do such successful principals perform in the same manner elsewhere in new environments all the time? These are some of the pertinent questions that could be raised vis-a -vis school managers. It seems that the principal could bring either new life to the school or make it fall in to a slumber. His spirit is important to vitalise a large number of variables that are connected with the development of the school. Time and again it has been shown that the will to change has to emanate from the principal. No system can rise too far beyond the principal and the teacher. The training has to be related with development needs as well (Ekanayake 1990,1993). It also means ultimately improving the HRD of the community.

In a way stress management is the capacity to manage uncertainty. Institutionally this includes lack of access to information systems and support from higher authorities.

PART - II

AFGHAN SCENARIO

The current situation in the Afghan scenario calls for varied approaches in managing primary schools. These schools lack basic facilities related to infra-structure, physical resources, human resources, humane relationships, peaceful environments, lack in continuity of programmes and activities, absence of remunerations.

These are in addition to a total absence of professional development, non-availability of educational materials to both students and teachers, lack of evaluations and certification.

The psychological shocks and uncertainties also form part of the social system in which the schools have been functioning. It is also pertinent to refer to community reactions and their priorities in a war situation. The community however much interested in education would have other priorities.

Thus one would see a situation which is not normal at all and as such traditional approaches would not be of much practical use in the management of institutions. This calls for development oriented management techniques as against maintenance administrative approaches. It means developing the capacity for adaptability of facilities for a variety of learning teaching activities (Guruge 1994). As the situation in Afghanistan is fluid and complex the approaches to issues have too to be flexible and innovative in nature. There cannot be solutions across the board to any problem. The use of traditional structures and learning processes in the villages have to be tapped and these require skills.

In the management of basic education institutions the principal has to posses extra abilities and skills besides pedagogical ones. The objectives of the learning programmes may also be of a different order and complex in nature.

The head of the school has to adopt strategies in cognisance of the constraints both in and out of the school. While motivating children to participate he has also to understand the importance of the economic value of the time of the child and also that

of the teacher. The latter is not remunerated regularly. His tasks are not clear either and could vary daily so that it is more of crisis management. It is under such circumstances that the head teachers of these schools have to manage their institutions.

Under these circumstances, where resources would remain meager for a long time and stresses resulting from various factors will be the order of the day, there should be mechanisms that would help the principal to develop his capacities to make use of whatever is available for the development of learning in the school/community. Such efforts should also provide him the ability to harness local efforts and resources. Managing efficiently and utilising maximally what is available would be an important asset of the head of the school in stressful scenarios. The significance of the school as the centre of development has also to be understood by the teacher community. Further, managing uncertainty is yet another skill that the principal should develop in a political setting such as Afghanistan.

By and large this is one aspect that has been overlooked by many management experts, while the tendency has been more to view management as only securing more resources. This leads to a dependency syndrome. What is vital in Afghanistan is the development of endogenic capacities that would pave the way for self reliance and empowerment of the people.

KEY QUESTIONS

How should the principal react to demands under conflict?

How are the needs of the students to be satisfied?

What kind of time table should he prepare and adopt?

What kind of curriculum should he follow?

How should he bring a balance between learning and earning - both student, teacher, himself?

How should he evaluate students?

What are the levels of achievement he should set for each grade/subject/child/?

How should he provide work to the teachers?

What guidelines in professional activities should he set for the teachers?

How should he develop strategies for teaching large numbers and diverse levels and age groups?

What arrangements should he make for managing a number of classes if the school has only one or two teachers?

What services and resources could he get from the community?

How could he motivate the community to participate?

What services should he offer/provide to the community?

The above are but a few issues that are related to management under stress which could be used as guidelines for the development of instruments for identifying the actual issues in the management of the schools.

PLANNING MOPSUS

In view of the issues discussed a new approach to management, which should be both innovative and unconventional, was planned for Afghanistan. This project was referred to as management of primary schools under stress (MOPSUS). Cognisant of the need for insights, a research based approach was adopted to develop management modules. The current management guidelines although of relevance to more developed situations possessing resources, are rendered relatively ineffective vis-a-vis the issues of deprived environments. The latter demand different styles. How do we identify such styles and strategies? One way would be to study the realities of such situations. It is in this perspective that a study on the needs and uncertainties of Afghan schools was undertaken.

Filling the gaps

What are the objectives of these modules? How will these help to improve the capacity of the principal? What is the significance of the modules vis-a-vis the current problems? These modules attempt to provide answers to the above questions and many more similar ones that impinge on management. Specifically these modules relate to creating an understanding of the innumerable issues that confront the management.

In a modest way MOPSUS attempts to fill this gap by providing insights to the causes of lack of resources and relating management to both micro and macro issues of the environment. Thus these modules relate to the social, economic, cultural and socio-psychological milieu of the community as well. In a country like Afghanistan these aspects have a greater bearing on the learning and management process than perhaps elsewhere. All these have to be understood and appreciated by the principal for smooth running of the school. It is expected that these modules would help and guide the principal to be self-reliant and dependant on his own initiative and collaborative work. Attention is also drawn to the importance of using local resources. Awareness of the different types of stresses which could be both positive and negative and the strategies suggested would form the tools for the principal to cope with the stresses.

These modules would be helpful to the teachers as well. They will broaden their vision of the issues and in turn would make them understand that they too have an important role to play in the management of the school.

Process of the Product

An important feature that would interest the curriculum developers and educational experts relates to the processes involved in the preparation of these modules. These modules were prepared adopting research methodologies. The specific methodology for this project was field based and inductive in process.



Dr. S.B. Ekanayake, Basic Education Advisor, providing guidance to the resource persons of GTZ/BEFARe

Initially the issues related to stressful management were discussed with the group of field workers and resource persons. Based on these discussions a format for the development of instruments for the basic survey was evolved. With this format the field workers visited 11 Afghan schools. During the visit the field workers freely discussed with the principals, teachers and members of the community about issues related to education, school activities and related stressful factors. In addition observations of how current management works in the schools were also made. The reports of these discussions were utilised to develop the specific instruments for detailed study on stressful management. Based on these reports 10 major areas that relate and affect management of the schools were identified and these formed the basis for the development of the above instruments. These were as follows:

a) curriculum
b) professional
c) economic
d) community
e) motivation
f) monitoring
g) power/pressure groups
h) communications
I) planning/administration and
j) basic needs of the school.

The sample for the final study consisted of 27 schools from the Afghan Refugee Schools of the same district as indicated above. There were 4 different types of

schedules, one to be administered to the principal, a questionnaire, while the other three were guidelines to be used for discussions with the teachers, parents and members of the community.

The results and responses of the schedules and instruments were utilised in the development of the modules on management of schools under stress. The objective of analysing the responses was not to write a report but to utilise the findings to develop modules.

Anthropological and sociological techniques were adopted in the study.

Resources utilised

It should be also mentioned that the field workers/data collectors, all of whom were from the collaborating NGO namely, Basic Education for Afghan Refugees/GTZ (BEFARE), were trained for this purpose. A special co-ordinator was appointed for this project to work with the UNESCO Basic Education Specialist, Islamabad who provided technical guidance which included designing of the project, preparation of instruments, analysis of data, development of the modules and pre-testing. Subsequently the same field workers were trained as key resource persons to carry out the trainer training programmes in Afghanistan.

The modules, developed in Dari language, will be translated into Pashto in due course.

GUIDELINES FOR FIELD WORKERS

1. Objectives of the field work

- to identify the social,cultural and economic variables issues related to/affecting the management of the school
- to find out the community needs/expectations aspirations for education
- to identify the physical constraints and resources of the environment for learning
- identify factors affecting decision making of the principal
- identify the various stresses that the school encounters

2. Guidelines on methods and areas of data gathering

- be informal as far as possible/win confidence of the informant
- list the activities in which the principal is involved daily in the school - gather all details of his activities as far as possible
- list the persons whom he meets in the school and find out what they discuss with him -teachers/students/parents/well wishers/community members etc.
- make estimates of the time spent by the above(3) persons with him

- observe his discussions with any one or more of the above category of persons and record his mannerisms/capacity to understand issues etc.
- request the principals to record the problems they encounter - let the responses be unguided / let them record the successful and unsuccessful methods of solving issues/ get examples
- probe at depth issues which you feel have not been clarified
- attempt to identify problems related to each function / activity such as classroom management, lack of resources, disinterestedness of the community, organisation of work, distribution of responsibilities and functions, problems related to planning / budgeting / communication etc.
- identify available data base/school records in the school
- identify both external and internal factors that support and/or obstruct the management of the school
- discuss with teachers about the skills/qualities/attitudes they would like the principal to posses and also answers to item 8 above
- meet members of the community and discuss the role of the school/its staff in the development of education in the community etc.

3. Data on the following aspects should be gathered

- educational/professional qualifications of the principal
- training he had received / when, where, how, on what
- members of the staff and their qualifications / place of residence
- areas of training desired by the Principal

4. Steps

- preparation of instruments / guidelines etc.
- drawing the sample
- briefing of interviewers
- processing of data
- development of management modules/materials
- training of trainers
- field implementation
- monitoring

GUIDELINES FOR MODULE WRITERS

The modules were to be simple, self-explanatory, clarifying issues and providing strategies. Each issue had a number of sub issues for all of which strategies were provided. The following set of guidelines were provided to the writers.

- use the responses of the interviewees

Chapter 1

RECONSTRUCTION OF BASIC EDUCATION FOR AFGHANISTAN

1. BACKGROUND

Afghanistan, a landlocked country has a fascinating history. The land of warring and warlike country preserved its identity in the face of two dominant and formidable imperialist powers in the nineteenth century, namely the Britain and Russia. Two factors that helped most in this was the tact and understanding of these two powers as well as the part played by the common man in Afghanistan.

Since the dawn of history there has been constant coming and going of diverse peoples from east and from the west bringing varied cultures by migration, conquest, religion and trade (Dupree 1977). Due to this intermingling of different cultures an understanding and appreciation of variations in ethnicity and beliefs in different faiths and tolerance of differences has been part of the traditional culture of Afghanistan. However, this level of tolerance seems to have eroded completely during the last decade or so. Present problems partly stem from this intolerance. It has two main languages namely Dari and Pashto with a few others such as Hazagari and Aimaq.

Covering an area of 652,000 square kilo meters Afghanistan is about the size of France and is located between 28 and 38 degrees north latitude and 60 and 70 degree east longitude. As a landlocked country Afghanistan shares common boundaries with a number of countries in Central Asia. Being closer to Himalayas rugged mountains dominate its scenery. It is divided into 8 regions with 29 provinces. Afghanistan has a population of nearly 18 million and of this number nearly 6 million are refugees whistle 1 million are internally displaced and another 1.5 million disabled (UNDP, Kabul, 1993).

2. PROBLEMS AND PROSPECTS

The present situation is unique in the history of Afghanistan as all learning institutions and structures formal, non-formal and informal and both traditional and modern have been destroyed. The consequence has virtually led to widespread illiteracy and is likely the causa sine-qua-non affecting both rehabilitation and development.

By and large,Afghan data on education is dismal and indicates serious gaps both in quantitative and qualitative terms. In brief these relate to physical infrastructure, professional development, levels of participation and HRD aspects of the Afghai community. For example data indicates that:

(a) the literacy rate is (15+) 30% (1990),
(b) only 20% are in primary grades,
(c) teacher pupil ratios are very high,
(d) administrative structures are non-functional,
(e) professional development is discontinued, and
(f) common teaching/learning materials for children are lacking(UNDP, Kabul, 1993),
(g) Afghanistan ranks 171 out of 174 countries in the development index (HRD Report UNDP,1995)

- commence from simple localised management strategies
- strategies proposed should be less costly, easily workable, practical and with in the scope of the principal
- management principles to be humane focussing on development of the community as well
- the guidelines to be based on local/available resources and endogenic in nature
- management strategies to be non-controversial in nature
- management strategies should lead to the development of the capacity of the teachers as well
- management strategies should lead to decentralisation of responsibilities to the teachers, community, senior students and parents
- the strategies should be flexible which ensue cooperation

Coverage of the modules developed

The following are the major categories of the modules developed, numbering 87 in all.

Major categories	Number of modules
1. Pedagogical stresses:	
- curriculum management	6
- school planning	7
- professional issues	25
- management of resources	8
2. Relational stresses	
- motivation	8
- monitoring	11
- communication	9
3. Social stresses	
- economic constraints	4
- managing pressure groups	1
- community interaction	8

COMMENTS FROM THE PRINCIPALS

Some of the comments of the principals during the pre-testing process are worth recording here which indicate the validity and the relevance of these modules. One commented that the 'modules were very valuable and useful. Stresses identified are relevant to my school and surroundings. Strategies suggested are realistic and

applicable'. To another the modules 'help the head teacher to change with the situations'. One principal commented that 'the modules are a beacon which throws light on the problems of the school'. 'Time would come when the head teacher should become self reliant and these modules provide the basis for this self reliance' was another pertinent comment by a principal. Another principal had to say that these 'modules are a key to solving management problems of the school'. One principal considered these 'modules as a mixture of many things which help management. It is a tool combining issues with community resources'.

OPERATIONAL PLAN FOR 1996

Using these it is planned to conduct trainer training programmes for principals of schools inside Afghanistan. Already the Basic Education Specialist, UNESCO Islamabad had discussions with the Director of Education in Herat to conduct a 7 day workshop for 30 principals. This programme is collaborated with UNOPS, Herat and the Ministry of Education. The resource persons would be from BEFARE/GTZ, Peshawar. The relevant modules have been provided to them in advance.

Similar training programmes have been planned for Kabul and Mazar-i-Sheriff. In the execution of these programmes UN agencies such as HABITAT, WPF and UNICEF are to be closely associated for resources and logistics. Discussions have already been held regarding these with the respective agencies and NGOs.

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CHAPTER 3

FUNCTIONAL LITERACY FOR DEVELOPMENT IN AFGHANISTAN

PART - I

LITERACY FOR WHAT?

The word literacy with its derivative illiteracy and the adjectival embellishment, namely functional literacy have become the corner stones to the development paradigms in the world today. Lack of literacy leads to the development of a syndrome characterised by dependency, absence of social justice, unequal participation and maldistribution of social wealth and limited nature of democratisation of institutions and social structures. These are related to some of the key elements used to measure the level of development of a nation. The level of literacy therefore is closely linked to sustainable development.

The concept of literacy has undergone changes in recent times. Literacy broadly defined refers to awareness, which in the modern world, relates to a greater extent to the 3 R'S. In development, man is placed at the centre. In this sense everything that helps to liberate man and ensure that he is both the operational mechanism and also the main beneficiary of development has been recognised today. His participation has to be fostered and this could be satisfactorily achieved only through a process that helps him achieve basic skills and knowledge needed for participation (Hamadache 1986). Thus in complex societies mastery of the language and basic general knowledge is manifestly inadequate for a man to function effectively.

ROLE OF UNESCO

Realising this UNESCO, whose focus has been on the eradication of illiteracy from its inception, placed emphasis on functionality of literacy commencing with the Tehran Conference (1965). This emphasis later was further strengthened through the Declaration of Persepolis (1975) in which literacy was considered to go beyond the 3 R'S contributing to the liberation of man and to his full development. Thus the threshold of functionality varies among countries as well as within the content of the times and needs of each society. It also means that one is not functionally literate all the time and if he does not keep pace with the changes one could become functionally illiterate no sooner than he stops his acquisition of skills and knowledge (Mayor 1990).

It is important that the concept of functional literacy is further clarified in the light of the demanding needs and changes that are occurring in the world today. These changes are related not only to technology but also to the social life of the community, and to natural resources eventually. Understanding this inter-relatedness becomes important for the society today in its unprecedented strive towards development. Of the various interconnected activities and actions which are linked with literacy, the Tehran Conference's definition of functional literacy focussed mainly on 'vocational training programmes' leading to 'individual productivity'. Development and transformation came to be closely linked which included social,cultural as well as economic and qualitative as well as quantitative aspects (Thant). It also came to be emphasised that functional literacy should lead 'everyone to understand , control and master progress'. Paulo

Freire's psycho-social literacy approach was emphatic on the need for greater political awareness in functional literacy programmes. He has been critical of literacy which does not articulate political consciousness. The coverage of functional literacy as stipulated in the Third International Conference on Adult Education (Tokyo 1972) includes society's needs and motivations and aspirations of the individual, elements hitherto disregarded. Emphasis on just economic orientation functionality has to be rejected for it does not cover the totality of the development perspective and does not reflect the multi-dimensional needs of man. In this connection Adiseshiah comments on functional literacy are very poignant and cogent. To him 'functionality covers as wide a range as man's entire life and holistic development. It relates, to begin with, to his work. It relates to his culture, customs, beliefs, values which make for a humane life and that inner life which makes society a cultural society... Above all the functionality of literacy relates to the fight of the poor, illiterate, exploited and disinherited to organise against growing poverty, and for an equitable and just social and political order' (Adiseshiah 1976).

POSSIBLE PERSPECTIVES

Even in the struggle for Education For All (EFA) one of the key principles that could be followed is to adopt innovative and unconventional approaches rather than follow the traditional innovations. The latter is a corollary to the stages of the development process adopted in the 1960's. It was thought that the best and the only way to development for the developing countries was to follow the same long rigorous processes followed in the west during the early part of the century. Apparently in education too the same thinking seems to prevail to some extent. Considering the issues confronted, it is unlikely that these countries would have the means, the time and the need to adopt such formal and costly mechanisms. Hence the importance to approach EFA through different and varied strategies. Functionality of learning could be a major break through in this respect. Learning to read and write in itself cannot be the panacea to all problems and in fact the academic approaches of the western models copied faithfully by the developing countries have led to social unrest in countries which have achieved satisfactory levels of literacy. Functional literacy should not only be a concept but a methodology to be adopted at all levels of learning/teaching.

In development one of the key factors considered for sustainability is the level of participation. The latter can be achieved only through functional literacy. Participation means not only the capacity to listen and absorb but also to contribute to the critical processes of development.

WHY PROMOTE LITERACY ?

Why should people bother to read and write if they feel that their parents and grand parents have survived without knowing the 3Rs? This is a question that has to be answered clearly in promoting literacy. Further, making literacy compulsory may also not bring desired results. Literacy should guarantee that it brings skills to people to satisfy their needs and improve the quality of life. In this respect, the significance of literacy for women plays a key role in development of the community which includes health, nutrition, improvement in the economic life, enhancement of their personality and taking them out of their marginalised and inferior life situations. It is more a literate mother who could break the traditions and customs which inhibit progress. Thus

functional literacy should not only be part of a literacy programme but rather a point of departure that enables people to see realities and provide practical solutions. However, this does not mean that general literacy should be replaced by functional literacy for people have to read and write and also understand vital information.

SUPPLY *VS* DEMAND

Functional literacy has been invariably looked at from the supply side and as a result whatever the suppliers had thought suitable was provided to the clientele willy nilly. This has resulted in silent rejection of the materials and programmes to some extent. No serious assessment of the needs of the target group had been conducted by the suppliers. Motivation of learners had not been considered either. In the present day both functional literacy and literacy should be a means to an end and not an end itself. Looking from a suppliers point of view would be the logical way of making literacy achieve success in a country like Afghanistan.

CHALLENGES TO LITERACY IN AFGHANISTAN

According to data available in Afghanistan the formal literacy rates are very low, so is their development level. A generation or more of those who are presently in their twenties, very likely have not gone to school. Education institutions are in disarray without clear direction and a vision in addition to lack of materials and other physical needs. There is general apathy in all aspects related to life. Issues related to health, food, security, deprivations, cultural erosion, disappearance and or destruction of institutions etc. are the order of the day in Afghanistan. Nevertheless life goes on and the community survives. How does it happen? It may be that the people have the inborn capacity to survive with minimum practical skills. If that is so what type of education should be provided to the community? To what extent should such an education focus on realities? How should we try to avoid education becoming another chore? These questions should be the pointers to educational and development planners. It means that literacy should be an integral part of all plans for development and improvement of quality of life. In Afghanistan literacy should lead to bring about changes in life styles and take away the dependency and subservient nature of the community on outsiders. This is crucial to the Afghan community to bring about social transformation.

Stresses

Apart from the above there are many factors in Afghanistan which hinder literacy programmes for adults. These relate to psycho-social aspects of the people. In this stress could be identified as one of the major factors inhibiting learning. Lack of access to learning materials, shocks resulting from the constant political changes, depriving women in some areas of access to learn (including girl child) and work, lack of opportunities for skill development and making life economically viable, constant migrations and living as refugees, presence of widowed families and loss of family members combined with the absence of any prospects of peace with in sight of the near future, are some of these stressful factors. Thus an environment of this nature demands unconventional and innovative as well as culture specific approaches in promoting literacy programmes.

It is a society that has survived for over a generation with partial literacy and without proper formal education. Hence some may not even see the advantage of access to learning. These are the other contexts that have to be taken into consideration in developing literacy programmes inside Afghanistan. Their desire to learn will emerge only when they feel that literacy will help them overcome their problems sooner or later. Therefore, the literacy materials should be of interest to the people. Rural technology and related life skills could form a major component of their learning (Ekanayake 1987). The materials should also focus on the development of critical thinking and not on providing mere facts and knowledge. Further as the programmes focus on adults it is essential that the experiences of the adults are also made use of in the process of implementation.

PLAN OF ACTION - GREAT

The concept paper and the plan of action for Afghanistan, titled Grassroots Reconstruction of Education For Afghanistan (GREAT) developed by UNESCO, Islamabad, focussed on the above issues. Considering education as an integral part in the reconstruction and also the abysmal nature of the education system, GREAT had a two pronged approach: activities under stress and another on programmes under peace. However, the former was to be subsumed within the latter. In this plan of action functional literacy was taken up as an important input to development. UNESCO, using its regular funds and providing technical assistance, collaborated with an NGO, namely SOS Belgium Solidarite, to develop functional literacy materials. Technical assistance included development of the project plan, guidance for field workers, development of materials and training of trainers.

OBJECTIVES

With the above as background the project on development of functional literacy materials set out the following objectives:

1. Develop materials specific to the target groups
2. Materials to focus on the 3 R's, life skills, social skills and technical skills
3. Enhance the cultural aspects of the community
4. Assist in improving the economic life of the community
5. Motivate the community to learning
6. Develop self-reliance of the community

METHODOLOGY

In the development of these materials UNESCO followed a research based approach. In that the resource persons, prior to the preparation of the materials on functional literacy conducted a study on the social and cultural milieu of the Afghan community in the neighbouring villages of Jalalabad, namely, Kali Malkh and Haider Khani. These resource persons were briefed by the UNESCO Basic Education Adviser on the mode of collection of information from the villagers. They were provided guidelines and were advised to look into the depth of the issues and needs rather than gathering mere data and information.

In this the emphasis was to be placed on the functionality related to social, cultural and economic activities. The process included prioritising the activities, identifying the possible pedagogical approaches that could be adopted in relation to needs and problems, looking into the manner in which the 3RS and other learning skills could be infused into the materials, finding out the levels of knowledge, skills and information the people have on various issues, developing methodologies that would be more appropriate to the social milieu, choice of the language and identifying the types of groups youth, men and women.

The format for identification of needs included the following items

1. Be clear about the objectives of the project

eg.
- understanding the issues of the community
- preparation of effective teaching / learning materials
- developing a suitable methodology/ies

2. Identify the specific target group for whom materials are to be developed

3. Identify their characteristics - do not assume that you know about them and make pre conceptions

4. Understand / identify their living conditions

eg.
- terrain of the land, environment
- natural way of life and harmony with nature
- impact of the war conditions and other social disruptions
- cultural values and traditions communication patterns
- disadvantaged conditions
- economic pressures
- literacy level and lack of opportunities

4.1 Look for their life styles

- their essential daily needs
- attitudes/values
- religious practices and processes
- methods of transmission of skills/knowledge
- informal education
- urgent needs in education-skill development / communication
- peoples participation in community activities

5. Observations

eg. areas of observation
- housing structures farming areas and methods
- working conditions
- daily activities
- roles of women and men
- natural resources
- practices - food, ceremonies, care for children etc
- use of land / water
- decision making processes

6. Discussions - formal and informal

- discuss with the young / old / men / women and get their views on education / development and other social issues but not sensitive ones such as health, water, sanitation, traditional cure, family life, child care knowledge, nutrition, traditional cures, seasonal diseases
- encourage people to speak/listen more

7. Listening
    - listen to their stories
    - listen to their songs
    - listen to their specific words
    - daily activities
    - relaxation methods

8. Collect materials you may think would be specific and useful in the preparation of FLM

9. Photographs related to
    - discussions with the people
    - cultivated areas/housing
    - daily routine work/house hold activities
    - people working/farming activities etc.
    - environment pollution etc.
    - other vital aspects that would assist in the development / implementation of FLM
      (Seek permission prior to taking of photographs)

10. Recording
    - songs/stories (with permission)

The purpose of this materials collection would be to facilitate the development of the functional literacy materials which would be related to the lives of the people,their needs and cultural nuances. The materials when developed and implemented should not only assist in the development of literacy skills but also improve other life skills as well.

NON-FORMAL METHODOLOGY

The methodologies to be adopted in this project are exclusively of a non-formal and unconventional type due to the nature of the issues and cultural and social backdrop of the environment. As known NFE approaches are less controversial, can reach larger numbers, need less physical resources, programme costs are less expensive,more flexible, needs based etc. and as such more suitable, reliable and effective specially in societies which are under stress, as is Afghanistan.

Basic information about the villages

A summary of the reports of the two villages is given below :

	1	2
Village	Kala Malakh	Haider Khan
Province	Nangarhar-Behsood	Laghamn Centre
Population	200 families	270 families
Occupations	Animal hus, agri.	Agri., knife making
Languages	Pushto (Dari)	Dari (Pushto)
School	not available	not available
Literacy	5% males- all women illiterate	7% males- all women illiterate

Issues of the two villages - Kala Malakh and Haider Khan

Health - lack of basic knowledge, poor conditions of sanitation, lack of belief in vaccinations, malnutrition of children and pregnant women, lack of information on proper caring of sick, children, first aid and improper ways for curing diseases etc.

Economic - lack of proper utensils/instruments and knowledge to initiate cottage industries, difficulty in marketing, lack of raw materials, poor soil for cultivation, unemployment etc.

Social - lack of respect for others, improper ways of attending to religious activities, lack of cooperation among the community etc.

Classification of materials

Based on the above field reports and discussions a 04 day workshop was held to identify the areas for material development. The following methodology was adopted at this workshop.

1. brainstorming session with the field workers to probe more into the field situation and gather insights other than these they had indicated in the reports.
2. viewing data from different perspectives such as cognitive development, skill development, affective aspects, cultural angles and social aspects.
3. development of a format for analysis of data (given below).
4. categorising of data into groups of content and related areas such as health, occupations, life skills, cultural aspects, environmental factors etc.
5. prioritising the issues according to the importance of the area, urgent needs, relevant to target groups, identifying major themes and sub themes
6. identifying the target groups as perceived by field workers.
7. selection of methodologies for presentation of the materials
   - formats which can convey messages easily
   - selection of contents which have more utility value

8. identifying a key message based on the Holy Koran

9. developing art work for each lesson

1	2	3	4	5
Issue/Content	Theme	Sub-theme/s Sub-themes	Presentation Kn/SS/TS/	Domains

6	7	8	9
Message	Sustainable activity	Time	Targets LS/SS/TS/CS

Format as indicated in 3 above

(Kn - knowledge, SS - social skills, TS-technical skills, LS-literacy skills, CS-cultural skills)

The field workers were further requested to visit the two villages once again with the above format in mind to fill the gaps in their findings. They were also requested to photograph situations which lend support to issues.

Development of materials

The preparation of the FL materials followed the second visit to the field. This visit was to clarify the issues further. The workshop held for 5 days in Peshawar developed draft FL materials. Prior to the commencement the participants were briefed and guidelines on the preparation of the materials were provided.

The guidelines included the following :

1. Focus on the objectives of functional literacy
2. Focus on the target group and the related issues
3. Use different methodologies for different themes
4. Use simple sentences,easy language,few words
5. Adopt words methods to letter methods
6. Materials and methods should be meaningful, contextual, realistic and motivational
7. Begin with an illustration/picture
8. Use humour
9. Adopt words/sentences of a functional nature
10. Pose problems

Identification of themes / issues

Using the field reports the following three major themes were identified as of relevant to Jallabad.

1. Healthy living
2. Ways of living

3. RATIONALE FOR BASIC EDUCATION

Basic education had relatively lukewarm support and little credence among the international community and institutions at the outset. Education was not considered as a key factor in the development and rehabilitation process. It is true that the humanitarian and urgent needs of the people have to be attended to by all organizations. However,from a long term perspective the overall basis for development rests entirely on the progress of education and empowerment of the Afghan people. The latter results from the dynamism injected through education.

Negligence of basic education has already resulted in loosing one generation and if this trend is continued another generation along with the former will be lost for ever. This would lead to creation of gaps in human resource development and future management of the country. Basic education like other basic needs such as food and water is essential and forms part of basic human rights. Basic education is essential for sustainability of other inputs into development and the continued process of learning.

4. HUMAN CAPACITY BUILDING

Today Afghanistan is a devastated society and as such the focus on development by the international community has been on more urgent needs of the people such as food, sanitation, agriculture etc. The social sector needs which include education, have been shelved or thought to be of secondary importance by the international community. It is well known that education is the key factor in development in a broad sense. This includes all manner of training aspects as well. However much other sectors are improved, without educational inputs the sustainability of such investments will be reduced to an absurdity. The general argument that education can take place only under peaceful conditions too has no validity because it is through education that the culture of peace could be developed in the minds of people and the future generations of Afghanistan.

Gaps

The data on the sectorial spending of the UN agencies for the period between October 1994 to September 1996 indicate that only 4.5% of the completed activities, 7.5% of the on going activities and 4.7% of the planned ones belong to education which is one of the 16 activities (UNDP,Kabul,1996). Thus a considerable amount of funds are diverted to other development aspects other than education. An analysis of the funds expended on education too indicate that these are used for material development and almost very little is spent on qualitative improvement of the system such as professional development of the educational personnel.

Among the NGOs the focus has been more on relief activities. For example the number of NGOS focussing on educational activities is about 9% i.e. out of a total of 406 only 36 deal with educational aspects. These are too mostly on provision of materials and construction and relatively less on quality improvement of the system. Further of the 7400 activities undertaken by NGOS in 1992 for Afghanistan only 436 (06%) were connected with educational development (ACBAR data base 1993). Thus all these indicate the relatively low emphasis placed on educational development both by the NGOs and UN agencies.

3. Cultural behaviour

Each theme had a number of sub-themes. The sub themes were further analysed and lesson units were developed using the above guidelines. Thus the above 3 themes were expanded into 15 sub themes as given below.

I. Healthy Living

1. Feeding the baby
2. Taking care of patients
3. Use of wells
4. Construction of latrines
5. Vaccination

II. Ways of Living

1. Chicken raising
2. Goat raising
3. Sheep raising
4. Embroidery
5. Kitchen gardening

III. Cultural behaviuor

1. Prayers for life
2. Better communication
3. Methods of partaking of meals
4. Collective approach
5. Social games

Lesson Units

Development of the lesson units by the groups were the final objective of this exercise. Once the sub themes were identified the groups further studied carefully the nature of the sub themes in the context of the environment of the two villages and detailed what exactly was needed to be presented to the community. In this process each group proposed a number of lesson units. The methodologies presented also differed with each lesson unit. An artist provided the draft sketches for them on the lines of their needs. The following are the lesson units for the above sub themes.

I. Theme - Health Living

Sub theme - Feeding the baby

Lesson units under 'feeding the baby'

1. malnutrition
2. signs of malnutrition
3. causes of malnutrition
4. effects of malnutrition
5. sources of good feeding
6. importance of breast feeding

7. principles of good feeding
8. results of good feeding

II. Theme - Ways of Living

Sub Theme - Chicken raising

Lesson Units under 'chicken raising'

1. usefulness of chicken - 2 units
2. usefulness of eggs - 2 units
3. building a house for chicken
4. feeding of chicken
5. vaccination

III. Theme - Cultural behaviour

Sub theme - Prayers for life

Lesson units under 'prayers for life'

1. best ways for ablution - 4 units
2. preparation to go to mosque
3. entering the mosque - 2 units
4. inside the mosque - 2 units

Achievement specification table

In addition a table to record the expected level of mastery of skills of the target group was developed by the group. This was prepared for each of the lesson units as given below. These skills were related to numeracy, writing, reading, social and cultural aspects.

Theme - Healthy living

Sub theme - Feeding the baby

Objectives : 1. understanding methods of good feeding
2. developing skills of good feeding
3. improving the 3 Rs and social skills

Lesson units		Numeracy	Letters	Words	Awareness skills
1.	Malnutrition	3 nos	4 lts.	4 wds.	2
2.	Signs of mln.	3	3	3	4
3.	Causes of mln.	3	4	4	4
4.	Effect of mln.	6	3	3	4
5.	Sources of good feeding	5	4	4	4
6.	Imp.breast fd.	11	4	4	4
7.	Pr.good fd.	10	3	3	4
8.	esult gd.fd.	10	3	3	5

Theme - Ways of living

Sub theme - Chicken raising

Objectives - 1. methods of additional income for the family
2. learning skills related to rearing of chickens
3. learning the 3Rs

Lesson units		Numeracy	Letters	Words	Awareness skills
1.	Usefulness of chickens	5	5	7	2
2.	Sub unit	5	5	8	3
3.	Useful.of eggs	10	6	6	4
4.	Sub unit	15	-	-	3
5.	Sub unit	5	4	10	4
6.	Build houses for chick.	4	7	11	4
7.	Feed chick.	5	8	10	3
8.	Vaccination	5	8	12	4

Theme - Cultural behaviour

Sub theme - Prayers for life

Objectives 1. developing courteous methods of going to mosque
2. developing social skills related to above
3. developing skills related to 3 Rs.

Lesson units		Numeracy	Letters	Words	Awareness skills
1.	Courtesy for ablution	6	2	12	3
2.	sub unit	6	2	12	3
3.	sub unit	7	4	12	3
4.	sub unit	-	4	12	3
5.	Courtesy going to mosque	4	4	11	3
6.	sub unit	-	4	13	5
7.	sub unit	-	5	14	6
8.	Courtesy inside mosque	11	4	15	7
9.	sub unit	12	3	10	4

Similar lesson units will be developed for all the sub themes. It is expected that approximately 125 lesson units would be developed on the above themes.

In addition a trainer training programme will be developed based on the LU prepared. This too will form part of the document.

COMMENTS FROM THE COMMUNITY

These materials were pre-tested in different villages around Jallalabad. A pre testing format was prepared for the field workers. They spent three days in the field and a number of changes were made to the original lesson units. It is worth recording a part of a report of the field testing of the materials of one of the field workers from SOS Pg Belgium, NGO. ' *We explained our programme to them at the same time we tried our best to attract their attention and cooperation in this regard..... On Friday they brought 30 persons of the village . The work started under a tent close to Reza Gul Khan's house. They were divided into different group levels, higher, middle and lower based on short interviews which was done with each participant... Then each group was given materials related to health, culture and ways of living... In each group a trainer from the SOS/PG Belgium presented the first lesson from the respective book and noted the time needed and gaps identified... It is worth mentioning that in each group in addition to the participants there were two trainers and one elder from the village...one of the trainers was responsible to note down the important points and possible changes with reference to the code number of the particular lesson, relevant exercise and page number of the booklet... At the end of their work pocket money for two days (earnings lost during their involvement in pre-testing)which was Rs.60/- per participant was distributed to them, in addition to the provision of a ball point pen, pencil, eraser, notebook and a sharpener' (Karim).*

The comments made by the community during the pre-testing indicates their desire to learn, and the need for relevant and demand oriented materials. According to one of the participants the *'message of this book with regard to chicken raising considering our present conditions and facilities available here are very useful and practical...* To another the *'words, sentences, the concepts along with exercises and pictures of the book are in conformity with the culture of our community'. 'We are sure by attending functional literacy classes we will overcome some of daily life difficulties'* was another comment. An elderly man was confident that the materials would even in his old age help him to overcome illiteracy, thus' *It is regrettable that we became old and deprived of literacy. It would be better to take advantage of the available chance and become literate'.* A local commander insisted that *' we need to follow politeness in our daily life as well as in our prayers. We hope more books of this type be prepared for us so that enmity is replaced by brotherhood among the people'.*

VIEWS OF EDUCATIONISTS

Apart from the above comments, views expressed by educationists and key persons both from inside and outside Afghanistan would also be valuable to future development of functional literacy materials for communities that face similar learning traumas.

The President of the Balkh Education Department, Mazar-i-Sheriff, Afghanistan stated that **'the 3 different books put at the disposal of the Literacy Department enable the Department to complete its teaching materials and these books are**

well prepared and contain useful and necessary materials and are easy to understand and the Literacy Department is happy to have these books at their disposal... kindly print 1000 copies of each book and dispatch to us..' (Alhaj Faizullah Anssari).

We hope that the completion of Functional Literacy Materials in collaboration with UNESCO will become a "Best Seller" in the field of Education throughout your country' was the comment made by Consultant from the Head quarters of SOS/Belgium (Benoit Heuchenne).

Mrs. Nancy Dupree Hatch, Consultant for Agency Coordinating Body For Afghan Refugees (ACBAR), commented that 'The initial volumes in this series fulfill the essentials. They provide information in a manner that will enable new literates to maintain skills; they are attractively designed in a simple form that will encourage new readers to enjoy reading them and thereby effectively absorb the information; and they cover social values as well as practical information needed for reconstruction'.

PLAN OF ACTION FOR 1996

These materials are been used by SOS/Belgium Solidarite for extension work in Jallabad, Afghanistan. They have started a number of literacy programmes of training of trainers. As indicated above the Education Department of Balkh, Mazar-i-Sheriff Province in collaboration with a number of UN agencies such as HABITAT, WFP and UNOPS and NGOs are using these materials in their literacy programmes. Save the Children (USA) has also begun to use these materials in Quetta and Mazar-i-Shreiff. The materials have been dispatched to both the Departments of Education in Herat (western part of Afghanistan) and Kabul. Oxfam, an NGO working in the Bamiyan Province has also planned to use these materials in summer,1996. UNESCO in collaboration with SOS/PG/Belgium has planned a wide scale trainer training workshops for the year 1996.

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We have enough troubles and sufferings.
Why should we add to them by
joining literacy classes?
We don't get a square meal.
We have a few clothes.
We don't have proper shelter

(Margaret Gayfer, Tronto, ICAE,1987)

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PART - II

SKILL DEVELOPMENT AND INCOME GENERATING ACTIVITIES

In this section a brief description of the activities in relation to the above is presented with a view to provide the importance of enhancement of the community in the development programmes for Afghanistan. Such activities augment the capacity of the informal economic sector. These activities are for the period 1994/96. One of the major constraints in the provision of activities was the limited nature of the funds at the disposal of UNESCO. These funds were from extra-budgetary sources provided by UNOCHA.

As indicated earlier in the plan for educational development, namely GREAT, UNESCO focussed her attention on skill development activities. This was to develop the capacity of the Afghans in income generating aspects as well as in literacy. It should be mentioned that almost a generation of Afghans have been deprived of learning and therefore programmes supported by UNESCO had literacy as one of the objectives. The implementation of these activities was through NGOs and UNESCO, Islamabad provided funds and technical support. Monitoring of the activities was through reports and visits to the sites.

SILK DYEING AND WEAVING TRAINING PROGRAMME

The Cultural and Relief Foundation for Afghanistan (CRFA), an NGO, based in Peshawar was responsible for implementing Silk Dyeing and Weaving Training Programme. This was carried out in Mazar-i-Sherif in Afghanistan. The project focused on training ikat dyers and weavers on ikat weaving and promoting ikat weaving among the silk weavers. The project promoted traditional style of employment for women and girls at their homes. A total of 1590 individuals directly benefitted from the work of the project focusing on training, production, marketing and sale of the products. Emphasis was on ensuring sustainability of the project through training on entrepreneurship and marketing. The activities relating to this project started in the fourth week of December 1994 and was completed by the end of May 1995.

TRAINING PROGRAMME FOR DISPLACED WOMEN IN PICKLE & MARMALADE MAKING

The Afghan Social Development Organization (ASDO), Peshawar was responsible for organizing an activity focused on "Training Programme for Displaced Women in Pickle & Marmalade Making". The activity was designed to provide 500 displaced women training on pickle and marmalade making. During the training period a group of trainers were specially entrusted to take the responsibility to ensure continuation of the work generated by the project and arrange similar training on production, marketing and sale of the products. The villages involved in this project were Behsud, Khushgunbad, Saracha, Surkhrud, Darwanta in Jalalabad, Afghanistan. The work was completed by the end of June 1995.

TAILORING AND EMBROIDERY TRAINING PROGRAMME

Another NGO, Shuda Organization (SO) based in Quetta was contractted to implement a project on Tailoring and Embroidery Training Programme. This project focused on the development of handicraft and tailoring skills among women as an income generation activity. Majority of participants were widows living in the target areas. A total of 80 women were provided with this training.

Women Tailoring Programme

The project on women tailoring contracted to Voluntary Association for Rehabilitation of Afghanistan (VARA) was based in five villages in the district of Gulistan in Farah Province. The duration of the project was for three months. The objectives were related to rehabilitate the art of tailoring for women and support vulnerable women. Five tailoring centres were established which provided training for 50 vulnerable women, 10 from each of the selected villages. At the end of the project 250 sets of dresses and 500 quilts were produced. The earnings went to support the women and helped to invest in other development activities.

Literacy Programmes for Girls and Women

Shuda Organization, an NGO was contracted to develop literacy programme for girls and women. The duration of the project was for 12 months. The project operated in three villages in the districts of Jaghuri, Qarabagh and Malistan which are located in the province of Ghazni. The objectives of the project were to improve the literacy of women and health aspects of the families. Nearly 150 students benefitted from this project.

Weaving and Tailoring Programme

Shuda Organization undertook another project on weaving and tailoring. This was also based on the Ghazni province. The project was located in Sangimasha in the district of Jaghuri. The duration of the activities was for a period of 6 months. Eighty women benefitted directly while about 3000 families indirectly profited by this project. The beneficiaries were from low income groups and the focus was mostly on widows and their families.

Training of Ekat Dyers Weavers Programmes

Cultural and Relief Foundation for Afghanistan was provided with funding to carry out a project on training of ekat dyers/weavers. The project was for 6 months and the main objective was to generate revenue and preserve the culture related to ekat weaving. The location of the project was in Qurchango in the district of Aqcha in Jawzjan province. The direct beneficiaries included 43 Turkmen and Uzbeks and their families numbering nearly 260 persons.

Village Health Workers Programmes

The contract with Bureau of Rural Rehabilitation relates to training of trainers as village health workers. The activities related to this project are preparation of training manuals, training of 20 of widows and formulation of a community mobilization group.

The project activities were based on Arghandi village in the district of Paghman in the province of Kabul. The duration of the project was for 5 months. The objectives relate to the training of women to use their leisure time by gaining skills in health activities.

Embroidery for Women Programmes

The project on tailoring and embroidery for women contracted to Emergency Relief and Services for Afghans. The project work was carried out in the districts of Gostah and Surkhroad in the province of Nangahar. The duration was for one year. The activities were related to development of the status of women and improve the basic skills of them to become enterprising. The women were provided with sewing machines.

Training of Widows in Turban Weaving

An income generating activity for the training of widows was successfully concluded in Kabul. Conducted in collaboration with CRFA,the project trained 45 widows and another 100 persons in the training programme. A programme on literacy was also attached to the project.

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Chapter - 4

DEVELOPMENT OF A MULTI-GRADE TEACHING KIT

1. BACKGROUND

The universal declaration of human rights by the UN, one of the most important constructs of the modern day, emphasises the right to education of the people without discrimination. These rights enshrined in the Charter aim at human dignity and well being in entirety. Since education is the key factor in achieving dignity member countries have developed policies to achieve equalisation of educational opportunity. However, the implementation strategies differ and these depend upon many variables such as resources, educational level and aspirations of the people, population patterns etc. As a result of these variables the facilities for education vary and so are the educational standards which are invariably dismally low in the deprived areas and communities. One of the key constraints that affect learning/teaching in schools relate to the lack of a sufficient number of teachers per grade. Apart from the difficulty in finding personnel to service these areas, administrative norms which stipulate a minimum number of students per teacher too do not permit the requisite number of teachers for all grades. These factors have resulted in adopting multi-grade teaching in the schools.

As these are the realities in schools of disadvantaged groups and communities the standards of education both in terms of quality and quantity continue to suffer leading to increase in 'ignorance, illiteracy, ill health and economic poverty'. These tend to be aggravated due to other socio-cultural and economic issues and are the causa-sine qua non, challenges of these schools, the key institutions/sources for serving the disadvantaged groups.

Unlike the schools located in urban and advantaged environments these schools have different roles to play. These roles relate to

- providing universal education to illiteracy belts
- providing developmental consciousness amongst the deprived
- fostering socio-economic amelioration
- improving aspirations
- improving the capacity to understand/articulate their rights
- breaking social isolation by providing interaction

(Gopal 1986, Ekanayake 1982, 1989)

2. WHAT IS MULTI-GRADE TEACHING ?

Multi-grade or 'multiple grade teaching (MGT) though difficult to define precisely, could be loosely described as a situation in which one teacher attempts to engineer learning tasks for a number of student groups or grades simultaneously. The associated problems are related to teaching different levels of maturity groups and interests' (Ekanayake 1982). MGT is invariably associated with single classroom schools meaning that the whole school (grades 1-6) is considered as one classroom in the operations of teaching/learning. Both the number of grades and students may differ depending upon the participation/availability of students in the area. Such schools are mostly located in rural areas but are to be found in urban areas as well. MGT is a characteristic of low population and therefore may even be found in remote locations in developed countries and countries with small populations. Economics of scale

Even in the Appeal programme of UNOCHA the emphasis is on humanitarian issues. This is clearly seen by the pledges and contributions from the donor agencies related to humanitarian assistance in 1996. The emphasis on education by district coordinating mechanisms for Afghanistan have been relatively weak and superfluous.

The previous Minister of Education in Kabul, Pro. Mohammed Fazal's pertinent observations on this aspect are worth referring to where he states that "Afghanistan needs education as an urgent need to remedy and therapy the unsecured wounded body of the country... Afghanistan's first need is education. We know all what is going on in Afghanistan today. I as a humble student of education think that the lack of education caused all these conflicts, tragedical events, sufferings, killing brothers and destroy country totally... Ignorance bring all sorts of tragedies and bad luck. I could say that those provinces which have more educated people, rich cultural background...are rather in peace and avoid fighting among themselves.. They solve their problems through discussions and counselling. Even they try their best to seek ways to solve the national problems by organising the peace councils from representatives of all the nation' (Education Policy, 1994). Hence the great need is to bring empowerment of all the people of all walks of life in Afghanistan and this can only come through a process of education.

Even in a war culture, basic education has to be provided. Otherwise the 21st century will dawn in the same way as the 20th century for the Afghan society, with its human resources remaining more or less untapped and undeveloped. A good example of the significance of education that helped two countries to emerge from the dust after War II as highly developed nations in modern times are Japan and Germany. Both these countries had a very well developed system of education. Although the countries were destroyed their human resources remained intact in the subsequent reconstruction. No country in the world has risen beyond the level of education in the context of development.

In addition to the gaps in HRD the people at the moment lack confidence and motivation. This aspect is discernable in the lives of the people but more in the minds and actions of the bureaucracy today. Hence the need to bring about empowerment in the rank and file of all groups of people in Afghanistan. A concerted effort of all including the international community and the Afghan leadership, is needed to develop the educational structure to provide the basis for empowerment.

5. ISSUES

1. Quantitative disparities

Basic data on the number of schools between 1978 and 1990 i.e pre war and post war, indicates the wide disparities that have emerged over the years. Thus of the total of 3459 schools in 1978 only 589 remained in 1990. There has been a loss of nearly 85% of the girls schools over this period. The drop in the number of teachers over the same period indicate a similar trend in that the number of teachers fell from 30502 to 15609. The number of students too dropped from 931716 (1978) to 628947 (1990) (UNDP, Kabul, 1993). Although data is highly unreliable, the picture it presents is gloomy. By 1988 the intake of the relevant age group to the primary grades had been reduced to 39% and less than 20% entered grade 1. At best only 24% of eligible boys and 13% of eligible girls were

deter to provide as many teachers as needed. In such scenarios MGT has to be undertaken in preference to no schools at all.

Age factor

MGT becomes more complex when other variables intervene in the classroom. Age variations of children in the same grade is such a factor. This is yet another problem considered by educationists both in relation to teaching and planning. At the primary level, the pedagogical aspects dominate other factors such as logistics. Thus children specially at the primary level having similar educational needs in the same grade, but varying in age can differ in various ways in relation to intellectual, emotional and social maturity (Noonan and Hallak 1987). These affect the teaching process as learning may take place at varied paces.

Repeaters

The age differences resulting from the issues related to repeaters is a common feature in disadvantaged areas. In this case the repeaters fall into a different age group and if repetition is to be further repeated the age gap widens adding further to the disparities in the classroom.

Refugees

This pertains to situations where there is there is constant migration/immigration and refugee problems as in Afghanistan, when students rejoin or attend schools where they would be temporarily accommodated. The age variations arise, increasing the multi-age factor in the classroom. Thus irregularities in student's school careers, together with economic and demographic constraints, often render single age grouping difficult or impossible to achieve without curtailing participation' and affecting the achievement levels (Noonam and Hallack 1987).

Admission

Even under normal situations the age of admission to grade 1 varies in disadvantaged environments. Many children enter grade 1 at different ages ranging from age 5 to even 10 years or beyond. In Afghanistan the age range in some grades in the primary level varies from 9 to 15 years. These too add to the pedagogical woes of the school. The teaching process has to take cognisance of these factors if any learning is to take place by all in the grade.

Operational problems

An empirical analysis of the age-grade problem in Chile and India indicates that students generally do not suffer scholastically from this kind of mixed-age grouping, at least at the primary level. Further it has not been established that a wide age- range within the grade has negative effects on achievement (Noonan and Hallak 1987). However, the above study concludes that 'although there is no evidence of a negative effect of a wide age- range within grade on student cognitive outcomes, it may nevertheless be a pedagogical problem for teachers and planning problem for planners'.

3. FACTORS AFFECTING MGT

MGT could also result in schools where the total number of students in the school is very small which results in difficulty in servicing by providing a teacher per grade. Hence economics of scale deters the state to provide as many teachers as needed. As stated this is a phenomena prevalent in isloated areas. Countries with small populations is another example where MGT may have to be adopted. In such situtations MGT has to be undertaken rather than deprive children of learning altogether.

The problems of MGT relate to a number of factors. These could be broadly divided under 2 categories.

I. School based problems
II. Community related problmes

I. School based problems (SBP)

The SBP fall into the following areas

1. Pedagogical problmes - teaching styles vs learning styles, age variations and associated psychological issues, irrelevant and incongruent nature and the cognitive demands of the curriculum (common nature, evaluation structures, assumptions of entry behavior levels, lack of comprehensibility of language, lack of teaching aids), inability to provide individualised instruction, lacking expertise to use non-formal and unconventional methods.

2. Teacher related issues - appointment,transfers accommodation and leave, lack of interest and capacity, lack of MGT skills, lack of facilities, lack of supervision, guidance and resources, presence of large numbers of students.

3. Issues related to students - irregular attendance, varied age groups and feeling of insecurity and negative images, inability to receive immediate reinforcement, lack of congruency between what they learn in school and life styles, dichotomy between the value system at home and school

II. Community based problems (CBP)

1. Deprived home environment
2. Poor / lack of educational attainments of the parents and absence of interest in literacy in family
3. Low aspirations of the parents and the community
4. Health and nutrition problems
5. Lack of pre-schools
6. Issues related to home work and facilities at home
7. Political and social powerlessness of the community
8. Lack of focus of education on realties of life
(Ekanayake 1982)

4. AFGHAN SCENARIO

The schools of Afghanistan reflect situations deprived of almost anything that is related to proper and effective learning and teaching. Not only these institutions lack material needs but professionally competent personnel as well. Further the war that has brought in misery to the masses has depleted the numbers in teaching. The number of teachers has dropped from nearly 30,000 in 1978 to 15,000 in 1990. However, the female teacher population has increased over the same period from 6,000 to 9,000. This is partly explained by the fact that female education was regarded as a priority by the former Afghan government, at least in urban areas. Yet one would note that the female teachers in the rural areas have dropped sharply during the period between 1978 to 1990 and the major increase has been in the urban areas (one region-central) almost eclipsing the other regions. As for the number of schools over the same period the drop has been from 3400 in 1978 to 585 in 1990 (UNDP Afghanistan, 1993). Thus the education system in Afghanistan has suffered both quantitatively and qualitatively as a result of these traumas.

A students ability to learn is heavily influenced by the school and the home environment. Both have to be orderly which includes facilities, regular attendance (teacher and student), periodic evaluations, supervisory backup, motivations for students and teachers etc. These are the very things that are lacking in Afghanistan within abundant ubiquitous detrimental surroundings.

Visits to Afghanistan and observing school situations including teaching process and discussions with students, teachers and principals by the UNESCO Office, Islamabad since 1994 helped to develop the education strategy plan titled Grassroots Reconstruction of Education For Afghanistan, (GREAT,1994). As part of the this plan UNESCO, Islamabad has already developed materials related to management of schools under stress (P1-1995) and functional literacy (P2-199). The multi-grade teaching kit which consists of

a. instructional guidelines for teachers/principals,
b. model lessons
c. students work book

form part of this trio (P3). It is planned to developed a MGT programme for adults as well.

The methodology adopted in developing these materials too followed the same process as in P1 and P2, i.e.the field based research approach. The process began with field work identifying the issues specific to Afghanistan. The factors identified were elements contributing to the poor quality of the learning process which indicate the importance of MGT in Afghan schools, as most of the schools are one classroom schools Therefore MGT is the order of the day.

This document instead of providing only the product i.e. MGT kit details out the process undertaken in the development of the MGT kit to assist researchers and practioners with guidelines which may be of importance for further action and practice in the development of MGT programmes elsewhere.

5. METHODOLOGY

Phase I

The resource group for this project was from the PG/SOS Belgium, an NGO working inside Afghanistan and based in Peshawar. As in P1 and P2, UNESCO, through the Basic Education

Specialist, provided technical support while also providing funds for the project. The NGO's contribution included resource persons for field work and writing of the materials and other logistics needed.

The preliminary work involved an orientation programme (workshop 1-wks)for the resource persons (RP)from the collaborative NGO. The objective of the briefing was to provide a conceptual framework on MGT. The items included in this briefing were as follows.

1. Significance of MGT in deprived communities and relevance of MGT in expanding basic education.

2. What constitutes MGT

3. Differences between MGT and normal teaching in relation to organisation,timing and focus

4. Importance and relevance of MGT to the developing countries. This aspect was detailed out to include resources, time, focus, economics of scale, relationship to traditional forms and methodologies.

The resource persons engaged in field work and writing of materials, all Afghans, were graduates with degrees in science, mathematics, social sciences, psychology,languages. In addition a mullah was also present at these workshops.

Based on the wks-1 the RPs visited 8 MGT schools in refugee camps to identify the issues with a view to developing an in depth instrument for a detailed study inside Afghanistan. This helped the RPs to come to grips with the realities of MGT from different dimensions. Two groups were assigned to observe the characteristics of the schools in 4 refugee schools. The objective was to enable the RPs to understand the nature of these schools and also to give them the confidence in the whole process of developing the MGT kit to enable them to undertake similar tasks in the future.

At this wks 1 they were provided with a set of broad guidelines for observations and discussions based on the briefing made by the Basic Education Adviser. Subsequent to the visit reports were prepared by each of the RPs. These reports formed the basis to develop detailed indepth instruments for the field work later.

In wks 2 the above reports of each of the RPs were discussed and the following major areas were identified for developing the instruments for the final stage of the field work.

These were administered in 8 schools in Jallalabad, Afghanistan. The objectives of this detailed survey were

1. to gather indepth information on the various aspects related to MGT

2. to use the information to develop the MGT kit

The areas of the instruments covered the following aspects.

1. Management - time, use of space both inside and outside the classroom, seating arrangements, extra curricular activities, coverage of the curriculum/content, time table

daily/weekly/monthly/annually, allocation of resources,support from the principal, relationship with other schools and institutions etc.

2. Resource utilisation/mobilisation - utilisation of teaching / learning materials, use of students/peers for assistance, use of community members, methods of resource mobilsation in and outside the school, furniture, use of wall space, methods and use of the environment etc.

3. Instructional process - activities used, cultural and environmental specificity, team teaching, provision of self learning/ creative activities, nature of home work, supervision, monitoring and evaluation, motivation methods, use of resource persons from the community, lesson plans etc.

4. Behavioral traits - teacher behavior, emotional management,, student behavior, principal behavior, attendance of students/teachers/principal, punctuality of all, relations with the community, characteristics of the students, interests of the teacher/principal/community, level of motivation, apparent problems, etc.

5. Composition - age groups, numbers in each group, interactions between groups etc.

6. Guidance and supervision - training programmes for principal/teacher, guidelines provided by supervisors/superiors, availability of resource books/materials for teacher/principal, visits and instructions from the supervisors etc.

7. Facilities available in school - furniture, recreation, sanitation, books and stationary etc.

Workshop 3

Using the reports of the final study by the RPs the following MGT materials were developed

6. MGT GUIDELINES FOR THE TEACHER/PRINCIPAL

This is the first part the MGT kit. It is important that instructions on MGT should be provided to the key players in the school system viz the teacher, principal and the supervisor. This would strengthen all these persons to focus their energies and skills to assist each other in a supportive manner. Any innovative approach to succeed needs the understanding of all those involved in the operations. As the teacher is the key figure in this process. he has to be constantly assisted and motivated by his immediate superior, the principal. The supervisor, responsible for a number of schools, has to play the role of coordinating the school at different levels in the department of education and provide linkages with other schools and also resources on MGT for quality improvement. His responsibility should be to provide assistance to the principal and for this he has to understand the complex nature of MGT.

The field study, based on the above guidelines, provided valuable insights about the nature of the problems in MGT schools. However, some of these problems are not necessarily peculiar and specific to MGT but are characteristic of all normal schools in disadvantaged areas in Afghanistan. In these schools a large number of teachers, principals and also supervisors remained untrained and without access to any professional inputs over the last two decades. The problems identified are clearly indicative of the lacunae in the professional growth of the educational personnel. The fact that solutions to all these issues cannot be found was taken into consideration by the resource persons. Broadly the intention was to provide some sort of

professional inputs even in a relatively difficult situation. Under the present scenario and in the absence of any inputs for quality improvement this document on MGT could be the only source on professional guidance for these groups. This is well substantiated by the comments of the teachers, principals and supervisors on the MGT materials during the pre-testing period, which are provided verbatim at the end of this document.

The problems indicated below are the summaries of the responses of the key actors, mainly the teacher and the principal. The three groups of resource persons (RPs) using the above format discussed the issues with the (a) principal (b) supervisor (c) teacher (d)student and (e) community.

(a) Principal / Supervisor

Inability and lack of capacity of the principal/supervisor to

1. provide teaching materials
2. provide guidance on MGT to teacher due to lack of professional competency on MGT
3. assist in developing and using teaching aids related to MGT
4. help the teacher to divide students into proper groups in MG classes
5. prepare a proper time table to suit subject matter/time factor in MGT
6. provide encouragement to the teacher to be creative and more effective
7. make himself aware of interactions/exchanges between teacher - student and student -
8. monitor and supervise the teaching process
9. guide the teacher in the provision of extra curricular activities for the student
10. prevent absenteeism of students
11. prevent absenteeism of teachers and other staff
12. prevent interference of influential people in the school affairs
13. provide basic facilities including first aid for those who need
14. maintain discipline in the school in relation to different age levels in MGT schools
15. provide proper encouragement to students for improving the achievements
16. provide space/furniture for teaching.
17. attract the attention of parents and the community to help the school in MGT
18. provide proper conditions for practical work for the students
19. develop correct, democratic and rational attitude towards different ways of thinking of the students/teacher
20. develop understanding/interest in cleanliness of the classrooms and school campus
21. maintain justice regarding different abilities of students/teachers
22. seek the cooperation of the teacher to work before and after official timing of the school
23. ability to create friendly relationship between teacher and student or student and student
24. provide proper environment for teaching and learning in relation to MGT
25. encourage creativity of students/teachers
26. provide opportunities and means to improve general knowledge of students apart from the curriculum
27. assist the teacher to diagnose the interests of the students
28. attract the cooperation of welfare and social organizations and government officers
29. create healthy competitions among students and teachers
30. focus attention of the community towards the ability and get their support
31. recognize the difficulties of teachers and students in MGT classes
32. assist in obtaining and using community resources
36. identify the lack of the capacity in MGT planning

(b) Teacher

I. Lesson presentation

Inability of the teacher to

1. present the lesson according to the level of the students
2. use the time economically and usefully
3. prepare suitable teaching aids according to the interest/level of students
4. create motivation for the whole class.
5. undertake proper grouping of students
6. use different/appropriate methods suitable for different groups
7. provide encouragement to weak students together with the group
8. provide encouragement and motivate shy/retired/backward students to participate in group work/activity
9. foster/encourage the creativity of students
10. provide textbooks for all students

II. Teaching aid materials

The issues in connection with the above relate to

1. shortage of teaching aid materials in the school
2. selection and use of appropriate teaching aid materials
3. knowing the value of using local low cost materials
4. understanding the importance of using teaching materials in a lesson
5. importance of maintenance of teaching aids for future use
6. locating of teaching aids which are inexpensive from the locality

III. Motivation

In this case the teachers lack the ability to

1. motivate according to the interest and level/knowledge of students
2. use proper encouragement to students
3. motivate students while avoiding humiliating others

IV. Methodology

The teacher is unable to

1. select proper methods according to subjects, topics and the different level of students
2. apply appropriate methods to suit different groups
3. distribute and use time economically
4. change methods when needed during presentation
5. select/find teaching aids for different methods
6. consider local values, traditions in grouping students for different methods
7. change the language of the teacher to suit different levels of students in applying methods

V. Control and discipline of the class

The inability of the teacher to

1. control large number of students
2. sort out issues related to lack of space
3. find alternative strategies to overcome shortage of text books, furniture etc.
4. be competent in the content of the subject
7. be professionally competent
8. cope up with problems related to the lack of proper curriculum
9. be flexible and understanding about the problems of students
10. maintain and develop good relationships with the parents of the students
11. take care of absenteeism of students
12. provide and sustain interest in relation to home work
13. seek cooperation and assistance of other resources in and outside the school to overcome MGT issues
14. be punctual and adopt a sense of responsibility
15. avoid excessive punishments of the students

VI. Consolidation and evaluation of lessons

Consolidation

Inability of the teacher to

1. provide relevant amount of exercises to the students
2. provide students of different grades the opportunity to participate in the learning process
3. understand/stated objectives of the lesson plan
4. encourage students to seek additional information

Evaluation

The professional weakness of the teacher to

1. understand the importance of evaluation
2. use results of evaluation to improve teaching process
3. consider the time factor
4. be fair and just in evaluation

VII. Lesson planning

The teacher lacks

1. competency in making lesson plans
2. understanding to develop the objective of the lessons plan clearly to suit MGT
3. ability to use different methods of teaching to suit MGT
4. the skills to develop relevant teaching materials to suit the lessons in MGT
5. initiative to change the plan during teaching process to accommodate MGT issues

(c) Students

The students have their own problems which are psychological,social cultural and economical. These relate to

1. conflicts between learning and earning time
2. lack of a proper place and time for learning
3. lack of interest of the parents
4. lack of extra curricular activities in the school
5. timetable arrangements which do not suit the children
6. inability of the teacher and the principal to encourage good performance of students
7. inability of the teachers to provide a learning environment

(d) Community links

The teacher

1. lacks the interest and understanding of traditions and customs of the community
2. does not have relationships with the people of the community
3. does not have consultations with the parents about the problem of classrooms/students
4. lacks awareness of the resourcefulness and the responsibility of the community
5. is unable to create interest in female education

The above issues were grouped under the following 6 major categories:

1. Management and planning issues
2. Professional support
3. Resource mobilization/utilization
4. Division of responsibilities
5. Communication/motivation
6. Community links

Using a format under each of the above major groupings detailed strategies on MGT were identified by the working groups. Each strategy suggested had cross connections/responsibilities to each other viz teacher to the principal, supervisor and the community etc. The key elements of the format included major issues, sub-issues, selection of themes, strategies, resources, time management, groupings and space management, activities/ field or out door work, responsibilities, community support, graded assignments, evaluation.

7. MODEL LESSONS

In addition to the set of guidelines it was strongly felt by the working group that a few model lessons (ML) on MGT would be highly appropriate in the Afghan context. Guidelines alone may not be sufficient assistance to teachers in Afghanistan since they have very little background in teaching techniques and the capacity to be flexible. The MLs outlined are not ideal but provide pointers to the nature and process of what may be feasible in MGT classes. These MI could be suitably adjusted/changed to meet the tasks. The intention of the writers was to provide variations that may take place in a MGT situation and hence different hypothetical groupings of grades are introduced. It is only to indicate the possibilities and is not

of a prescriptive nature. These lessons are specific to Afghanistan. Another reason for introducing a number of different types of lessons was to cover the varied nature of the curriculum prevalent in Afghanistan. The contents are based on texts that are being used at the moment. It should be mentioned that there is no common curriculum followed at the moment and different versions of text books are used by the schools which are provided by different NGOs. These materials were used by the writers in the development of the MLs.

It would be noted that the format of these lessons does not necessarily follow the traditional writing of lessons.

Format for the ML

1. Subject
2. Grades
3. Time
4. Major content areas of the lesson for the grades
5. Common content areas of the lesson for the grades
6. Objectives - knowledge, skills, affective, social skills
7. Expected outcomes
8. Types of activities - student, teacher, principal, community, resource persons
9. Instructional approaches - discovery, information, collaborative, discussions
10. Types of materials/resources
11. Methods of evaluation
12. Summary of the lesson

MODEL LESSONS

1. Science - grades 4, 5, 6

Subject / content areas - grade 4 - cleanliness of food
5 - protection of teeth
6 - drinking water

2. Mathematics - grades 1, 2, 3, 4

Subject/content areas - grade 1 - operation of numbers counting/writing up 1 to 5
2 - operation of numbers counting up to 100'
meaning of zero
3 - operation of numbers - meaning of zero
classification of numbers
up to 2 class read numbers correctly and speedily
4 - operation of numbers
classification of numbers up to 3 class
to read and write correctly and speedily numbers
up to 3 class

3. Social science - grades 4, 5

Subject/content areas - grade 4 - geography of Afghanistan

enrolled in schools(1988) (UNDP, Kabul, 1993). Thus one could see that almost 80% or more never received any education.

2. Qualitative deficiencies

In accordance with the definition of UNESCO, literacy refers to the capacity to read a simple sentence and write ones name. On the basis of this simple task one would find that a large majority of the people are illiterate specially as a result of the destruction and dysfunctional nature of the educational institutions over the last two decades. The quality of education received is far from satisfactory and lacks the demands of a modern society. Even those who are literate have had no access to new trends and information about modern changes and inputs to knowledge. This group includes managers, teacher educators and teachers in the universities.

3. Deprivation of women

Another issue related to the above is the deprivation of women. Not only are their literacy levels below that of men but in some areas in Afghanistan women and girls are denied access to both learning and working. This aspect is more pronounced in certain areas in the west and south at the moment. Contrary to the UN charter of human rights which states that 'every one has the right to education' and universalising access and promoting equity, the girl child is not permitted to attend school and women are not permitted to work. The impact of this in the long run would be as disastrous, or more, as the effects of war itself.

4. Unskilled nature of youth

The unskilled nature of the youth is yet another cause of great concern. In any education development plan this aspect has to be given high priority. The youth have not had any provision for skill development to enable them to be self-reliant other than commissioning themselves in one or another faction to fight each other. This aspect should be of the greatest concern to the international community: how to retrieve them from a culture of war to a culture of peace and become a resource rather than a destructive force.

5. Conflicts and conflict resolutions

War has brought with it untold social miseries and eroded all values and morals of the Afghan society. How to resurrect them from these conflicts and develop peace in their minds would be an equally important task in an educational development programme for Afghanistan.

6. Quality of life

Lack of opportunities for education, an indispensable key, has led to low ebbs in personal and social improvement of the people. It has led to weakening of the access to' scientific and technological literacy and capacity and thus self-reliant development', all in violation of the Jomtien Declaration (1990).

4. Language - grades 1, 2, 3

Subject/content areas - language skills

grade 1	-	knowing of letters
2	-	knowing of words
3	-	knowing of sentences

5. General knowledge - grades 4, 5, 6

Subject/content area -

grade 4	-	plants,
5	-	animals
6	-	cultivation

6. Religion - Islamyat - grades 2,3,4

Subject / content areas

grade 2	-	kalima - Holy Koran
3	-	ablutions
4	-	praying at the funeral

A set of guidelines for pre-testing the materials were also developed. These materials were pre-tested in different schools from the ones used for the second survey inside Afghanistan. These MGT materials were administered to a group of teachers, principals and a few supervisors. Their comments on the MGT materials were incooperated prior to the final version for printing.

GUIDELINES FOR PRE-TESTING

1. Discussion on the content areas
2. The practibility of the MGT materials
3. Presentation of the MGT materials
4. Relevance to the problems related in MGT in Afghanistan
5. Difference noted between the current methods and the proposed methods in the MGT kit
6. Suggestions for further refinement of the materials

8. COMMENTS FROM THE FIELD

The following are the comments made by those involved in the pre-testing of the materials. The working group of writers (field workers) from SOS were guided prior to the field visit as to what they should look for and how to proceed with the discussions. The schools selected were from Jallalabad, Afghanistan and the number of persons interviewed, numbering 25, included teachers, male and female, principals and supervisors of schools. Each of them was provided a copy of the MGT draft materials a day before the discussions to enable them to read leisurely and comment on the contents. The participants were assigned to each of the field workers. The time period allotted for this purpose was 4 days. In the case of the model lessons the respective subject teachers discussed the plan with the subject specialist from the field workers.

The comments include general ones which relate to the reactions of participants to the total document and specific which are focussed on the model lessons, as well as the responses of the respective officers such as teachers, principals and supervisors. Comments of the latter were related to management and organisation as well as subject matter and presentations of the material.

The comments culled from different points of view indicate the relevance and usefulness of the materials in the Afghan context. These also indicate the dire need and the gaps prevalent in the professional development of the educational personnel in Afghanistan.

GENERAL COMMENTS

'The problems mentioned in the book are precisely what prevail in the classrooms/schools. The suggestions mentioned in the book are very relevant. We find a great difference between the methods we adopt presently and the more realistic and appropriate methods suggested in the book' (teacher).

After reading the book one of the principals stated the ' although we have been very disappointed due to lack of salaries and other basic facilities in the schools but after reading the book we find that it has answers to the daily problems we face and this encourages and motivates us to work despite the constraints'.

To another ' the book has widened our view points about the resources and materials which can be used to solve the problems in a school. All this time we knew only the problem but we were not aware of the solutions/resources that are around us and could be adopted without extra cost'.

'The book has suggested different ways of solving the problem at different levels which follow a good sequence from easy methods to difficult ones and ones that could be used all over Afghanistan'.

'There should be seminars conducted for the relevant personnel on this book'.

'In the writing of the book the writers have taken into consideration the values and cultural practices of the Afghan people'.

SPECIFIC COMMENTS

Supervisors of schools

It was found that at the initial stages of the field survey conducted in the early part of this material production study when the field workers visited Jallalabad, the supervisors were very uncooperative and were very critical saying that 'these are not going to help our school system and improve the education of the schools'. But during the pre-testing period and after reading the book on MGT the supervisors said that' the book was very useful specially in reference to the responsibilities of the supervisors indicated in assisting to solve the problems of the schools in relation to MGT. The book discusses the role of the supervisor in a pragmatic way and indicates how we could assist the principal'.

Teachers

'The lesson plans suggested are different from what we adopt now. The lesson plans we adopt presently are only for one class, one group and teacher dominated and engaging the students as a whole class. On the other hand in the proposed lesson plans provided in the book on MGT, there are classes within the class. When the teacher works with one class/group, activities to engage other groups are suggested as well, which we did not know how to do before'.

'In these plans teachers find the common objectives of the whole MGT class. Thus the common objectives of different grades/classes should be identified and combined for the different classes accordingly and prepare different teaching aids and plan for independent work for each class be prepared.

'The plans are well developed. These plans not only help to make a good teacher but also a good classroom manager as well'.

'Up to now we thought that teaching should take place only in the classroom. But after reading the MGT book we find that teaching could be done better and effectively outside the classroom'.

'There are lesson units on different subjects. That help us to select the type we need although the structure is the same'.

On the **religious lesson** a teacher said that ' all this while teaching of religion had been of a lecture type and rote learning but after reading the book these plans indicate that religious teaching should not be rote learning but should focus on the meanings, philosophy and relate to practical and life situations and then only memorizing should take place'.

'The main problem of teachers is the preparation of teaching aids. These plans help to overcome these problems and help to be more creative in conducting lessons using local and cheap materials. It is also possible now to use the same teaching material in different classes'.

In relation to **science teaching** it was stated that 'the home work proposed in the lesson plans were very useful in that these relate to the use of the home environment and refer to their life styles'.

'Discussion methods in science are very useful. Use of the environment is very effective and teachers could develop the lesson plans basing on their environment'.

' After reading the lesson plans we found that the environment is the laboratory of the child. The science concepts should be identified by the teacher and integrate and support other concepts'.

The summary and **evaluation** sections of the lesson plan are very useful focusing on the main objective of the lesson only. It also helps to understand the value of evaluation in lesson planning'.

'All the while we have been using old ways to teach direction in **geography** but the suggestions made in the book are very practical and easy for the child to comprehend'.

'The lesson plan related to **field work** is very useful. It indicates the importance of planning before we send children to the field.The plan also indicates how to get assistance from the local community'.

' Earlier in field work and teaching, the teachers thought that everything should be done by them. But now we know how to find resource persons from the community, develop relationships between students /school and the community and also develop creativity of the students'.

We did not know that educationists favour field work. But after reading the book we find that educationists encourage and support learning through field work and learning becomes fun and interesting'.

'The planning of these lessons helps us to develop lessons for the normal classes as well'.

'In the **language** lessons the development of different skills is very important which we did not follow earlier in Afghanistan'.

'The lesson plans encourage the **cooperation** between groups of students'.

'The lesson plans also indicate the role of the teacher to be friendly and understand the issues of students individually which did not exist before'.

9. PLAN OF ACTION

UNESCO in collaboration with SOS/PG Belgium, NGO, has planned to train teachers in Jallalabad. For this the trainers from the above NGO would be used. In addition programmes in other parts of Afghanistan, namely Herat, Maza-i-Sheriff and Kandhar would be launched. The initial step would be to train key personnel as trainers from each of the above areas with the assistance of SOS/PG Belgium. Further these materials would be translated into Pastu. As the key objective is to develop resources which could be used presently as well as in the future these materials would form part of the long term plan of UNESCO under the Grassroots Reconstruction of Education in Afghanistan (GREAT).

GUIDELINES

The materials presented in this section which includes analysis of issues and methods are based on the field data identified in the schools related to teaching/learning in Afghanistan. These are categorised under different headings based on the major actors namely teacher, principal and supervisor involved and responsible for promoting quality education. The student is the beneficiary. The best results in learning teaching could be obtained when all actors not only mutually support each other but understand clearly the objectives and the scarce resource factor of their environment in achieving these objectives. Hence the significance of adopting methodologies which are innovative and culture and environment specific.

It should be understood that this section does not provide answers to all issues and detailed needs of MGT. It only provides guidelines to enable one to use them as principles to understand the nature of competencies that are needed by the teacher and the adoption of possible alternative strategies. What is provided and explained in the book could be further changed to suit the local problems: there is a lot of space within this context for teachers to initiate innovations at the local level to meet the objectives of basic education.

It is also assumed that the teacher has some background knowledge of the psychology of the students. Hence this aspect has not ben touched.

Step I

The teacher should read the whole section carefully and discuss the contents with colleagues. This is imperative because of the integrated nature of the processes and strategies. Thus the strategies suggested have invariably a bearing which needs support of others in the school and also from outside. The teacher should also meet the principal and open a dialogue as to the nature of support that he is expected to provide. The assistance and support would vary depending on the type of lesson/groups and needs. These discussions and interactions would help to a)understand the types of needs, b) locate the untapped/so far ignored/hidden or thought to be irrelevant resources, c) how to relate resources to teaching/learning situations, d) know the limitations of the resources of the school/community etc. e) appreciate the importance and effectiveness of the use of the environment for learning, f) develop and improve the skills of the teacher and g) articulate the resources in and outside the school campus which includes parents, peer groups and community participation and support.

Step II

In lesson planning the models provided in this book may not exactly fit the local situation and other contexts in the classroom and school organisation. What is important is here are the probable ways of combining grades and adopting innovative approaches appropriate to situations. The teacher has to make suitable adjustments..In all these the key note is flexibility and innovativeness.

Step III

Prior to the organisation of the activities in different grades the teacher should adopt the following.

(A)

1. Study the curricular materials,if any, of all the grades carefully but if there is no curriculum, record and adopt the current materials/resources used in the classrooms/different grades.

2. Identify the common areas/concepts in relation to subjects

3. Set achievable objectives for each grade which could be attained through an integrated teaching / learning process which means that different subjects such as mathematics, language, religion etc. could be taught through the same activity using the same resources.

4. Organise activities to achieve the objectives set for each grade

5. Not be discouraged if targets are not achieved but do not proceed to the next stage until the students have understood the concepts

6. Develop possible coordinations of different grades and/or subjects and activities

7. Identify common possible activities for all or a few grades such as physical training/creative activities

(B)

1. Develop teaching aids relevant to concepts using available materials at the local level

2. Identify resources both in school and outside for practical work

3. Making pre-visits to sites selected for learning

4. Prepare assignment cards which could be used for different grades

6. Consult and coordinate with other teachers

7. Group the students in accordance with ability/age/grade depending on the activity

8. Identify student leaders for different activities enabling more or less a large number to get opportunities / share responsibilities

9. Involve the services of parents from each grade on a roster basis to assist in the organisation of activities but not in relation to teaching per se

10. Adopt evaluation procedures which lend to motivation and immediate gratification

Step V

1. Provide reading opportunities for children using whatever printed material is available around including advertisements, milk pack cartons etc.

2. Encourage children to be independent and take responsibility for their own learning and acceptable social interaction

3. Let children run a parents day/evening

4. Bring visitors to the classroom

5. Provide immediate involving activities to involve the children

6. Encourage children to read their own materials

7. Provide for both direct (pets, toys, farms, family) and indirect (newspapers, magazines, posters) experiences

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Step IV

1. Meet teachers in other schools regularly and share experiences and if possible form school clusters in each district or village with periodical meetings

2. Meet parents and other members of the community regularly and explain their role in MGT and other matters related to school expectations to enhance their aspirations for their children

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6. GRAND STRATEGY

The objective of a grand strategy is to bring about a planned approach so that resources utilised would be directed to planned target and not wasted through haphazard implementation.

1. Grounded approach

Not withstanding war, HRD should be a continuous process in relation to different sectors. Development of HRD needs time, for it may even need the period of a generation. In all of this, education is the basis and it has to be fostered and expanded to reach every one equally and democratically. War is a creation of a few which has brought suffering to millions. Education is the best means to bring about changes in the development of human resources. In this a graded approach is essential which would be the logical way to identify the felt needs of the people, activate a participatory process involving the community and maintain sustainability. It will also lead to the recognition of the complementarity and synergistic effects of related human resource investments in population, health and nutrition. Such a process will bring about the importance of joint actions with local level organisations at all levels and an opportunity to avail their resources as well.

As an initial step UNESCO had discussions with the Afghan community, UN agencies, educational authorities, NGOs both inside Afghanistan and in Peshawar and Islamabad, and others who had made visits to the UNESCO office in Islamabad all of whom were of the unanimous opinion of the importance of education and the significant role that UN agencies should play in the resurrection of the education system from the present malaise.

2. Targets and priorities

Reflecting upon the discussions and the ideas expressed by them and adapting the principles of the Jomtien Conference, UNESCO, Islamabad developed an umbrella concept, referred to as grassroots reconstruction of education in Afghanistan (GREAT), to provide a broader coverage for all projects related to education and development. In this endeavor GREAT envisages to develop literacy, basic education, non-formal education, income generating activities and related skills and encompass all educational projects, depending on the prevailing situations, resources and needs. The target groups include primary school age children to youths and adults of both sexes as well as literates, neo-literates and illiterates. UNESCO has already collaborated with UN agencies and NGOs, to utilize their experiences and support to implement the planned educational framework under GREAT.

3. Rolling plan

The strategy encompasses a rolling plan which means it is flexible and that changes could be made as and when needed to accommodate the political variations that prevail inside Afghanistan while also at the same time adhearing to UN principles. It is also envisaged to cooperate with the government/education departments in the regions.

4. Community involvement

Community cooperation would be sought and made use of all the time. This is for sustainability and empowerment as well as to use all possible local resources. All these

would be in addition to collaborations with UN agencies and NGOs who have rich experiences. This would involve collaborative planning with the local community in relation to execution, monitoring and evaluation systematically.

5. Confidence building

As Afghanistan had no system of educational management for consistency, quality and/ or quantity for nearly two decades, there is a definite lack of confidence and direction in the minds of the Afghan educationists and planners as to what could be the approach to work in stressful situations. Hence planning should take cognisance of these socio-psychological as well cultural nuances. On the other hand the desire of the people for learning is very encouraging. This conflict of confidence and unmet desires through the designated channels, namely the political and bureaucrat/managerial, are important elements that have to be matched and bridged by the international community. As it is both these factors i.e. political and bureaucratic/managerial are weak and unstable. The use of media would be one important source to bring about confidence. The media should be used to project messages on the culture of peace.

6. Endogenic factors

The strength for learning lay, to a great extent, within the culture of the community. Hence the importance of the use of cultural elements for development purposes where local traditions for learning have to be taken into account. These include 'local knowledge, local belief systems, local practices' and methods of articulating emotions in the community. Thus the proposed plan GREAT includes

1. adoption of those aspects on indigenous knowledge systems that may contribute positively to the transmission of both indigenous/external knowledge,skills and values

2. use of local knowledge in content and introducing new knowledge

7. New methodologies

These involve the deformalisation of instruction using formal, non-formal and informal approaches and adopting multi-media approaches. The other aspect of this relates to adopting a holistic approach both in content and methodology. The materials would include self-instructional ones with individual pacing, distance learning methods using media and print material. Methodologies would focus on different groups and interests for both motivation and sustainability.

8. Model building

Developing models and replicating the successful stories elsewhere is the key dissemination strategy of GREAT. The proposed activities and programs are of a short and long term nature and also look at the scenario from micro as well as macro perspectives. Models would be developed in peaceful areas where work would be feasible and sustainable which would have desirable positive impacts on the surrounding ares. In the development of models a multi-media approach would be adopted. Initial work would be in workable paces, small in nature but allowing time to gain confidence and provide

opportunities for the people to utilise their innate capacities. It will be a process of building partnerships. In the promotion of basic education the individual learners would be considered as vital resources that need to be mobilised. Participation should not be assumed but encouraged through a well designed process with flexibility and appropriate interventions and not left to chance. Flexibility includes 'learning from the people' as well. Barriers to women and children should be removed through programmes adapted to local contexts and seen by the learners. In the models the learners should be seen as partners rather than treated as simply 'inputs' or 'beneficiaries'.

9. Integrated approach

In the development of the models and activities collaboration with UN agencies and NGOs as well as local organisations would be of paramount importance. Greater responsibility would be given to the local organisations. Integration would begin from the initial stages of planning to evaluation. The activities related to basic education would include aspects related to health, population, environment, agriculture and in this services and skills of personnel from all sources would be utilised.

10. Identification of pilot areas

This is to be achieved through consultation with the key personnel in the respective regions along with other UN agencies and NGO personnel. Apart from security, divergent interests/characteristics and accessibility would be key factors in the location of the sites for the model centres.

7. MAJOR PROGRAMMES

With the above in mind the following objectives have been set for this plan of action:

General

a. Develop the human resource potential of the Afghan people

b. Design a system which will use different dimensions to augment educational development with special emphasis on basic education for all including literacy and life skills

c. Develop an educational programme which will bring about mutual trust, confidence and high morals

Specific

a. revamp institutions for professional development

b. link formal with both non-formal and informal systems in content, methodology and resources

c. establish pilot projects in safe areas for development of basic education

d. develop learning materials related to needs, resources and HRD for both children and adults

e. develop income generating and skill development projects incorporating literacy programmes

f. develop literacy materials related to peace and culture and life skill literacies

7.1 Feasibility activities

Based on the above conceptual framework the following feasibility activities are proposed. It should be stated that some of the basic activities have commenced already and are in operation in a modest way in some areas being implemented by NGOs and UN agencies. These activities reflect the present scenario of uncertainty and hence focus more on capacity building of the people than providing material needs. The latter though important needs more resources from the international community, and even if available the risk of being destroyed exists. Human resource building, on the other hand, would remain with the individuals to be retrieved as and when demanded and not subjected to destruction as easily as infrastructure. Afghanistan needs entirely different forms of approaches and very unconventional ones at that too. She may have to live with the present malaise for some time and even if it is in the near future that normality would ensue the process would take sometime. Hence the feasibility activities should be of a model nature with a futuristic concern/focus.

Under each major activity a large number of specific activities would be developed in congruence with the needs and demands of specific groups/areas/cultures. These will be spread over periods of time in relation to the political situations that prevail in different parts of Afghanistan.

I. *Policy research*

- needs identification study
- data validation
- technical and vocational needs
- micro planning needs
- school mapping

II. *Development of innovative methodologies*

- linking formal, non-formal and informal structures for learning
- adopt non-conventional and innovative approaches
- integrate with other disciplines/agencies and community resources
- locating community resources
- adopting methods, activities and materials for target groups

III. *Mobilisation of community resources*

- identifying and combining education with community needs and resources
- incorporating societal needs, local leadership in planning and implementation

IV. Echnical and vocational education

- developing income generating activities
- promoting technical and vocational education
- focussing on different target groups

V. Material development

- functional literacy
- work oriented literacy
- literacy for liberation
- literacy on culture of peace

VI. Professional development

- teacher education including teacher educators
- management training focussing on stress factors

7.2 Activities implemented

Following the GREAT plan UNESCO has concluded the following activities during since 1994 in close collaboration with UNDP.

1. Income generating activities for women
2. Modules on management of principals of primary schools under stress (MOPSUS) - PI 1995
3. Developing functional literacy materials related to health - feeding children', 'chicken rearing' and 'how to pray' - P2 1996
4. Training of resource persons on 2 and 3 above
5. Developing multi- grade/level/age materials - P3 1996
6. Initiating teacher educators professional development programme
7. Commencing networking with NGOs and other UN agencies

8. IMPLEMENTATION PROCESS

The implementation approach would be in small steps and multi-pronged with the intention of making such steps the cornerstones for greater and wider change in the future of the Afghan society. GREAT would also approach the educational development process in an integrated thematic manner where different activities would mutually reinforce other sectors and further help to strengthen the development process.

The strategies that are to be adopted in GREAT relate to both enhancing and harnessing the resourcefulness of the people. These include the functional literacy programmes, income generating activities, development of capacities of women in social management, school management under stress etc. The training programmes include training of trainers, organization capacities of the village level leaders, professional competencies of the teachers and principals in both working with the people and management of schools and classroom situations.

BASIC EDUCATION STRATEGIES

Afghanistan



UNESCO Islamabad

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Preface

A number of complex issues confront educational development in developing countries. These relate primarily to the management of resources and the professional development of educational personnel. Given the constraints it is very unlikely that the governments of these countries can cater for all the needs to a level of optimal satisfaction in the near future. The fall out of this situation affects adversely the state of human resource development.

In a war torn country like Afghanistan where destruction of both physical structures and human capacities has been the order of the day for over two decades, the teaching learning processes have suffered the most affecting the core of HRD. In such a scenario the provision of resources to rebuild the structures demands immense financial inputs.

Taking this factor into consideration UNESCO, Islamabad developed a strategy plan for basic education titled, Grassroots Reconstruction of Education for Afghanistan (GREAT '94, chapter 1). The key mechanism in GREAT is to develop the professional capacity of the educational personnel through the development of materials designed for the purpose.

The materials in this booklet attempt to achieve the above objective where inputs to three key areas , namely 1.Management of primary schools under stress (MOPSUS), II. Development of functional literacy materials (DFLM) and III. Multi-grade teaching materials (MGT) are included.

The originals of these documents are in Dari and Pashto languages which are being used inside Afghanistan both by the Departments of Education (Kabul, Mazar-i-Sheriff and Herat) and NGOs.

UNESCO collaborated with GTZ/ Basic Education for Afghan Refugees (BEFARe), an NGO for the development of MOPSUS and SOS/PG Belgium another NGO in the preparation of materials on DFLM and MGT. In addition to funding UNESCO provided technical assistance. The two NGOS provided logistic support, resource persons for field work, writing of the materials and subsequent extension work inside Afghanistan .

I would like to appreciate the services and the cooperation of Dr. Michael Hirth, Chief Technical Adviser to GTZ/BEFARe and Mr. Amir Mohammad Ahamadi, Director of SOS/PG Belgium and their staff.

The conceptualisation, planning and designing of the projects as well as the provision of technical assistance in the development of the materials, was the work of Dr. S.B.Ekanayake, Basic Education Adviser, UNESCO, Afghanistan. The preparation of this summary document in English was also handled by him. I also appreciate his untiring efforts in this task.

I am also thankful to Dr. (Mrs) Anjum Riyazul Haque, Programme Specialist for her editorial comments.

Prof. Moegiadi
Director of Office and UNESCO Representative
to Pakistan and Afghanistan
Islamabad

21 August 1996

CONTENTS

I. INTRODUCTION

INTRODUCTION

The document on Basic Education Strategies (Chapters 1, 2, 3 and 4) for Afghanistan deals with some of the key needs in the process of building the education system in Afghanistan. The three areas developed in this book could form the basis for further development of materials in relation to capacity building of educational personnel and skill development of the community.

The strategic plan discussed in Chapter 1 emphasises the significance of HRD in the development of Afghanistan.

Chapter 2 focusses on management of primary schools under stress (MOPSUS). It attempts to provide the head teacher with guidelines to handle stressful situations encountered daily in his environment. Devoid of not only material support but also motivation and professional inputs he has to be strengthened to come out of the syndrome of deprivation and incapacity. His initiatives would be of immense value and encouragment to his staff and the community. These guidelines would be equally useful to the teacher and supervisor in their efforts, *inter alia*, to understand and develop linkages with the community.

Chapter 3 deals with materials related to functional literacy. These materials are based on the needs identified through field work. The significance of these materials relates to development of life skills in addition to literacy and numeric skills.

Chapter 4 relates to the provision of guidelines on a perennial issue that schools face in Afghanistan, namely, lack of teachers. The effort is to provide a sufficient number of teachers per grade. Hence combining of grades is a common strategy leading to multi-grade teaching (MGT).

The MGT materials developed include

(a) guidelines for teachers and principals/supervisor,
(b) model lessons for the teacher and
(c) work book for the students.

The work book is published separately.

In the development of the above, UNESCO adopted a research based approach focussing on the specific issues that confront the principals, teachers and supervisors in the schools of Afghanistan. Identification of the needs/issues was achieved through field work. Each document took over 8 months of work to be completed. The materials were pre-tested as well. What is emphasised in this book relates to the methodology adopted which would interest both researchers and curriculum developers.

Dr. S.B.Ekanayake
Basic Education Adviser
UNESCO Afghanistan

21 August 1996